

# UNIT 2

## Language

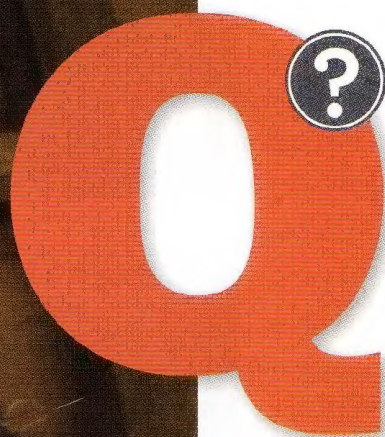
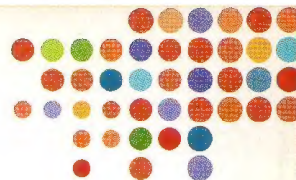
- READING ● distinguishing main ideas from details
- VOCABULARY ● using a thesaurus
- WRITING ● writing an extended definition
- GRAMMAR ● contrast and concession connectors





## LEARNING OUTCOME ●

Prepare an extended definition of a word or concept from a different language or culture for which there is no equivalent term or idea in English.



Unit QUESTION

# What happens when a language disappears?

## PREVIEW THE UNIT

**A** Discuss these questions with your classmates.

Which languages can you speak? Which is spoken by the most people? What other languages would you like to learn? Why?

Do you think your identity is related to the language you speak? Why or why not?

Look at the photo. Why does the man have a microphone? What is the woman doing?

**B** Discuss the Unit Question above with your classmates.

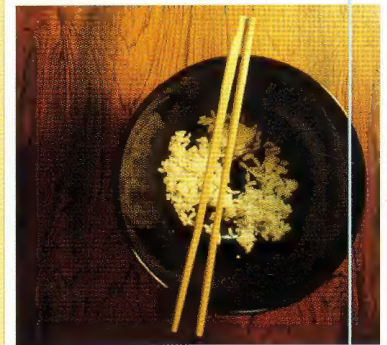
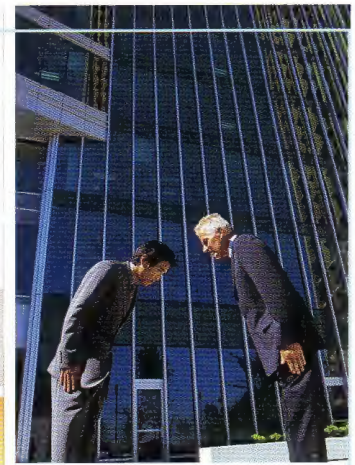
 Listen to *The Q Classroom*, Track 5 on CD 1, to hear other answers.



- C** Work with a partner. Read the customs from various countries. Decide where each custom belongs in the chart and write its letter. Then add your own examples.

# CUSTOMS QUIZ

- In Bulgaria, shaking your head back and forth means yes, and up and down means no.
- In Thailand, yellow is the color for Monday.
- In South Korea, it is polite to leave some rice at the bottom of your bowl.
- In France, people kiss on the cheek—sometimes three or four times—when they see each other.
- In the U.S., it can be threatening to stand closer than 18 inches to someone you don't know very well.
- In Japan, it is rude to wear your shoes inside someone's house.



Feature of Culture	Custom/Behavior	Your Example
1. Greetings	d	A firm handshake is considered professional in the United States.
2. Styles of dress		
3. Personal space		
4. Gestures		
5. Politeness		
6. Colors		

- D** With your partner or in a group, discuss these questions.

- Do you think that any of the various customs listed in Activity C are related to language? Which ones? Why or why not?
- How does your behavior change when you speak a different language?



## READING 1 | History of the Maori Language

### VOCABULARY

Here are some words and phrases from Reading 1. Read their definitions. Then complete each sentence. You may need to change the form of the word or phrase to make the sentence grammatically correct.

- assimilate** (v.) to become a part of a country or community rather than remaining in a separate group
- confine** (v.) to keep something inside the limits of an activity, subject, or area
- divorced from** (phr.) appearing not to be affected by something; separate from
- ethnicity** (n.) the fact of belonging to a particular race or culture
- initiative** (n.) a new plan for dealing with a particular problem or for achieving a goal
- integral** (adj.) being an essential part of something
- oblige** (v.) to force someone to do something, sometimes by law
- persist** (v.) to continue to do something despite difficulties; to continue to exist
- predominant** (adj.) having more power or influence than others
- revival** (n.) the process of something becoming or being made popular or fashionable again
- suppress** (v.) to prevent something from growing, developing, or continuing
- target** (v.) to choose or single out for a particular purpose

1. Words or phrases that are out of style sometimes experience a \_\_\_\_\_ and become popular again.
2. The language spoken by most of the people in a country is the \_\_\_\_\_ language of the country.
3. It is hard to \_\_\_\_\_ a language to a certain community and never allow it to be spoken outside that place.
4. A government \_\_\_\_\_ can help to create new laws, for language programs in schools, for example.
5. Many people are proud of their \_\_\_\_\_, that is, their racial and cultural background.

6. In some parts of the United States, some people want to \_\_\_\_\_ the use of languages other than English in public schools.
7. Learning a new language is one way that people can blend in with, or \_\_\_\_\_ into, a new society.
8. It takes a long time to learn a new language, so you must \_\_\_\_\_ by taking classes and practicing speaking.
9. Some people think language lessons should \_\_\_\_\_ very young children because they learn new languages so fast.
10. When they move to a new place, people often worry that they will forget their old ways of doing things and become \_\_\_\_\_ their culture.
11. A person's language is such a central and \_\_\_\_\_ part of her culture that she should try to preserve it.
12. Some parents do not believe their children should \_\_\_\_\_ to learn a language other than the one they speak at home.

## PREVIEW READING 1

The original people of New Zealand are the Maori. They call their language *te reo Maori*. You are going to read a page from the government website New Zealand History Online that describes the history of the Maori language for more than 200 years, from the time Europeans first settled in New Zealand.

Skim the page from the website. Answer these questions.

1. Who is the Web page written for?
2. Where in the text do you expect to find the main ideas?



# History of the Maori Language

## Decline and revival

- 1 In the last 200 years, the history of the Maori language (*te reo Maori*) has been one of ups and downs. At the beginning of the 19th century, it was the **predominant** language spoken in *Aotearoa* (the Maori name for New Zealand). As more English speakers arrived in New Zealand, the Maori language was increasingly confined to Maori communities. By the mid-20th century, there were concerns that the language was dying out. Major **initiatives** launched from the 1980s have brought about a **revival** of the Maori language. In the early 21st century, more than 130,000 people of Maori **ethnicity** could speak and understand Maori, one of the three official languages of New Zealand.

## Maori: A common means of communication

- 2 For the first half century or so of the European settlement of New Zealand, the Maori language was a common way of communicating. Early settlers<sup>1</sup> had to learn to speak the language if they wished to trade with Maori because settlers were dependent on Maori for many things at this time.
- 3 Up to the 1870s, it was not unusual for government officials, missionaries, and prominent *Pakeha*<sup>2</sup> to speak Maori.



Aotearoa (New Zealand)

Their children often grew up with Maori children and were among the most fluent European speakers and writers of Maori. Particularly in rural areas, the interaction between Maori and Pakeha was constant.

## Korero Pakeha ("Speak English!")

- 4 Pakeha were in the majority by the early 1860s, and English became the dominant language of New Zealand. Increasingly, the Maori language **was confined** to Maori communities that existed separately from the Pakeha majority.
- 5 The Maori language was not understood as an essential expression and envelope of Maori culture, important for the Maori in maintaining their pride and identity as a

<sup>1</sup> **settler:** a person who goes to live in a new country

<sup>2</sup> **Pakeha:** Maori word for people who were originally from Europe and also for the English language. Today it refers to any non-Maori.



people. Maori was now officially discouraged. Many Maori themselves questioned its relevance in a Pakeha-dominated world where the most important value seemed to be to get ahead as an individual.

- 6 The Maori language **was suppressed** in schools, either formally or informally, so that Maori youngsters could **assimilate** with the wider community. Some older Maori still recall being punished for speaking their language. Many Maori parents encouraged their children to learn English and even to turn away from other aspects of Maori custom. Increasing numbers of Maori people learned English because they needed it in the workplace or places of recreation such as the football field. “Korero Pakeha” (Speak English) was seen as essential for Maori people.

### A language lives

- 7 Despite the emphasis on speaking English, the Maori language **persisted**. Until the Second World War<sup>3</sup> most Maori spoke Maori as their first language. They worshipped<sup>4</sup> in Maori, and Maori was the language of the *marae*<sup>5</sup>. Political meetings were conducted in Maori, and there were Maori newspapers and literature. More importantly, it was the language of the home, and parents could pass on the language to their children.

### The lure of the city

- 8 The Second World War brought about momentous changes for Maori society. There was plenty of work available in towns and cities due to the war, and Maori moved into urban areas in greater numbers. Before the

war, about 75 percent of Maori lived in rural areas. Two decades later, approximately 60 percent lived in urban centers.

- 9 English was the language of urban New Zealand—at work, in school, and in leisure activities. Maori children went to city schools where Maori was unheard of in teaching programs. The new, enforced contact of large numbers of Maori and Pakeha caused much strain and stress, and the language was one of the things to suffer.
- 10 The number of Maori speakers began to decline rapidly. By the 1980s, less than 20 percent of Maori knew enough of their traditional language to be regarded as native speakers. Even for those people, Maori was ceasing to be the language of everyday use in the home. Some urbanized Maori people became **divorced from** their language and culture. Others maintained contact with their original communities, returning for important *hui* (meetings) and *tangihanga* (funerals) or allowing the *kaumatua* (elders) at home to adopt or care for their children.

### Seeds of change

- 11 From the 1970s, many Maori people reasserted their identity as Maori. An emphasis on the language as an **integral** part of Maori culture was central to this. Maori leaders were increasingly recognizing the dangers of the loss of Maori language. New groups emerged that were committed to strengthening Maori culture and the language.
- 12 Major Maori language recovery programs began in the 1980s. Many **were targeted**

<sup>3</sup> Second World War: also called World War II (1939–1945)

<sup>4</sup> worship: to pray

<sup>5</sup> *marae*: Maori word for a meetinghouse or a place for formal discussions



at young people and the education system, such as a system of primary schooling<sup>6</sup> in a Maori-language environment.

### Legislating for change

- 13 Efforts to secure the survival of the Maori language stepped up in 1985. In that year the Waitangi Tribunal<sup>7</sup> heard the Te Reo Maori claim, which asserted that the Maori language was a *taonga* (a treasure) that the government **was obliged** to protect under the Treaty of Waitangi. The Waitangi Tribunal agreed with the Maori and recommended a number

of laws and policies. In 1987, Maori was made an official language of New Zealand.

- 14 There are now many institutions working to recover the language. Even so, the decline of the Maori language has only just been arrested. There is a resurgence of Maori, but to survive as a language, it needs enough fluent speakers of all ages as well as the respect and support of the wider English-speaking and multi-ethnic New Zealand community.

<sup>6</sup> **primary school:** elementary school, starting at about age 5 and continuing until age 12 to 14

<sup>7</sup> **Waitangi Tribunal:** a court created to honor the Waitangi Treaty of 1840 between Great Britain and the Maori people. Under the treaty, the Maori accepted British rule, and the British agreed to treat the Maori fairly.

## MAIN IDEAS

Match each subheading with the correct main idea on page 36.

- \_\_\_ 1. Decline and revival
- \_\_\_ 2. Maori: A common means of communication
- \_\_\_ 3. *Korero Pakeha* ("Speak English!")
- \_\_\_ 4. A language lives
- \_\_\_ 5. The lure of the city
- \_\_\_ 6. Seeds of change
- \_\_\_ 7. Legislating for change

### Tip for Success

Making an outline of the main ideas helps you read actively. You can use subheadings to organize your ideas.



- a. After English became the dominant language, Maori was suppressed and many Maori had to learn English.
- b. The Maori language has had periods of use and disuse over the last two centuries, but it is currently undergoing a revival.
- c. After the Second World War, the majority of Maori lived in cities, and some lost their knowledge of their traditional language and customs.
- d. At first, Europeans used Maori to communicate with the local people.
- e. The Maori language survived in public and private places.
- f. In 1987, Maori became an official language of New Zealand, but more speakers and more support are necessary for its survival.
- g. More recently, the Maori have begun to reassert their identity as Maori by learning and speaking the Maori language.

## DETAILS

**Find two pieces of evidence (examples, facts, or quotations) from Reading 1 that support these statements. Write them below the statement.**

1. Europeans who lived in New Zealand before the 1870s learned Maori.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
2. Both the Maori and the Pakeha were responsible for the increase in the use of English after 1860.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
3. The Maori language survived until the mid-20th century because most Maori lived in rural areas, where Maori was still an important language for communication.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_



4. As the 20th century progressed, there were fewer native speakers of Maori, but some Maori in the cities maintained a basic knowledge of their language.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
5. Starting in the 1970s, the Maori realized that they needed to save their language in order to maintain their cultural identity.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
6. The Waitangi Tribunal helped to make Maori an official language and raise its status in New Zealand.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_



## WHAT DO YOU THINK?

**Discuss the questions in a group. Then choose one question and write freely for five to ten minutes in response.**

1. Do you think the efforts to save the Maori language will continue to be successful? Why or why not?
2. Is it important for society to try to save languages that are in danger of disappearing? Should governments create laws to encourage the protection of endangered languages?
3. What would be the advantages and disadvantages of having one world language?





**Main ideas** are the major points that support the focus of a piece of writing. If you can find the main ideas and distinguish them from the supporting details, you will understand the purpose and focus of the writing. In most texts, you can find main ideas by:

- paying attention to repeated vocabulary, which may be key words
- looking for words in the headline or title of the text
- reading subheadings and the captions of any graphs or illustrations
- watching for words that introduce conclusions and main ideas, such as *therefore*, *as a result*, *so*, *(more/most) importantly*, *finally*, and *to conclude*
- focusing on words in bold, italics, or different colors

The position of the main ideas may depend on the **genre**, or **type of text**, because there are different ways of organizing information.

**Academic writing** is divided into paragraphs that usually contain one main idea. The main idea is often stated near the beginning of the paragraph and summarized at the end, so read the first and last sentences of each paragraph carefully. Remember that all the main ideas in the text are usually connected to the central focus, argument, or thesis of the paper. This is often stated near the end of the introduction.

**News articles**, whether in print or on the Web, have to catch readers' attention and then keep them reading. They frequently use headlines and subheadings to give main ideas.

**Business communication** has to be brief, efficient, and persuasive, so main ideas are often stated early and repeated at the end of the text. Bullet points, bold text, and repetition are often used to draw the readers' attention.

## A. Read the excerpts. Identify the genre of the writing. Then write the main idea in a sentence.

1.

When people move to a new culture, they usually experience a series of different feelings as they adjust to their new surroundings. A new culture is not necessarily another country or a place where another language is spoken. Therefore, this adjustment can occur in any situation where a person's normal rules of behavior no longer work. The process of adapting to these differences has four stages and is called culture shock.

Genre: \_\_\_\_\_

Main idea: \_\_\_\_\_



2.

**Solution: *Say It Again* Language Learning Program**

The company is interested in investing in a language learning program. There are two suitable programs available: ***Say It Again*** and ***Language Now***. We recommend ***Say It Again*** for these reasons:

- cost—19 percent less
- technical support—included in price

***Say It Again*** will meet our needs at a lower cost and with better service.

Genre: \_\_\_\_\_

Main idea: \_\_\_\_\_

3.

**LANGUAGE RESEARCHER FACES CHALLENGES**

Dr. Wilde's research is certainly exciting. It could change the way we think about the original inhabitants of New Zealand. But it is not without difficulty. "Of course, the greatest challenge will be getting the local chiefs to talk to me," Wilde admitted. "Without their cooperation, my project can't go forward." Gaining the trust of the local population is just one of the many challenges facing Dr. Wilde in his research.

Genre: \_\_\_\_\_

Main idea: \_\_\_\_\_

4.

Languages change through two processes: internal change and language contact. Internal change occurs slowly over time as words or phrases shift in meaning or grammatical structure. For instance, the Old English *a nadder*, meaning a snake, gradually became *an adder*, the modern word, when the *n* became attached to the article. The second source of change is external, and it occurs when another, usually more powerful, language comes into contact with it.

Genre: \_\_\_\_\_

Main idea: \_\_\_\_\_



5.

### New Zealand in the 1830s

New Zealand was largely a Maori world in the 1830s. There were perhaps 100,000 Maori, divided into major *iwi* or tribes. Relations between groups could be tense, and conflict was common. Maori traditions and social structures prevailed, but more Europeans arrived in New Zealand throughout the decade. There were about 200 in the North Island in the early 1830s. By 1839, there may have been 2,000 throughout the country (including around 1,400 in the North Island), attracted by trade and settlement.

Genre: \_\_\_\_\_

Main idea: \_\_\_\_\_

### Tip Critical Thinking

In Activity B, you will make generalizations about where main ideas are found in different genres. When you generalize, you use specific information to make general rules. This shows you understand the information in a thorough way.

### B. How would you find the main ideas in the following types of writing? Discuss your answers with a partner.

1. an email
2. a business letter
3. an advertisement
4. a newspaper editorial
5. a blog post

## READING 2 | When Languages Die

### VOCABULARY

Here are some words and phrases from Reading 2. Read the sentences. Then write each bold word or phrase next to the correct definition. You may need to change verbs to their base form and nouns to the singular form.

1. Some researchers hope that plants from the Amazon rain forest can provide a **cure** for cancer.
2. Some drug makers have **exploited** the knowledge that people of the Amazon have about native plants to develop new drugs.
3. The **indigenous** people of the Amazon know more about its native plants than researchers from other countries do.
4. People can still **retain** some traditional knowledge even if they give up some of their old ways of doing things.



5. It can be hard for people to resist doing what others ask, but sometimes we must be strong **in the face of** pressure.
  6. Old ways of doing things are **in jeopardy** when the only people who know those traditions grow old and die.
  7. People may **abandon** their native languages if they think they are useless.
  8. You cannot simply **substitute** words from one language into another.
  9. Many groups have made a **shift** away from the traditional hunter-gatherer lifestyle.
  10. Many scientists believe that recent changes should be a **wake-up call** that gets the attention of people all over the world.
  11. If we take the most negative view of the future, we can picture a disastrous **scenario**.
  12. The loss of large parts of the rain forest has reduced the **habitats** of many native Amazon species.
- 
- a. \_\_\_\_\_ (*phr.*) in a dangerous position or situation and likely to be lost or harmed
  - b. \_\_\_\_\_ (*n.*) a description of how things might happen in the future
  - c. \_\_\_\_\_ (*n.*) a medicine or medical treatment for an illness
  - d. \_\_\_\_\_ (*n.*) a place where a particular type of animal or plant is normally found
  - e. \_\_\_\_\_ (*phr.*) despite (problems, difficulties, etc.)
  - f. \_\_\_\_\_ (*n.*) an event that makes people realize that there is a problem they need to do something about
  - g. \_\_\_\_\_ (*v.*) to leave a thing or place; to stop supporting or believing in something
  - h. \_\_\_\_\_ (*v.*) to use in place of
  - i. \_\_\_\_\_ (*v.*) to use something in order to gain as much from it as possible
  - j. \_\_\_\_\_ (*v.*) to keep
  - k. \_\_\_\_\_ (*n.*) a change in position or direction
  - l. \_\_\_\_\_ (*adj.*) belonging to a particular place rather than coming to it from somewhere else



## PREVIEW READING 2

In his book *When Languages Die*, linguistics professor K. David Harrison examines the traditional knowledge that is lost when a language becomes extinct (that is, when nobody speaks it anymore). What knowledge do you think is lost “when languages die”?



Read the book excerpt.

### When Languages Die



K. David Harrison,  
Associate Professor of Linguistics

- 1 What exactly do we stand to lose when languages vanish? It has become a cliché<sup>1</sup> to talk about a **cure** for cancer that may be found in the Amazon rain forest, perhaps from a medicinal plant known only to local shamans<sup>2</sup> (Plotkin 1993). But pharmaceutical companies have spared no efforts to get at this knowledge and in many cases have **exploited** it to develop useful drugs. An estimated \$85 billion in profits per year is made on medicines made from plants that were first known to **indigenous** peoples for their healing properties (Posey 1990).
- 2 An astonishing 87 percent of the world's plant and animal species have not yet been

identified, named, described, or classified by modern science (Hawthorne & Kalin-Arroyo 1995). Therefore, we need to look to indigenous cultures to fill in our vast knowledge gap about the natural world. But can they **retain** their knowledge **in the face of** global linguistic homogenization<sup>3</sup>?

- 3 Much—if not most—of what we know about the natural world lies completely outside of science textbooks, libraries, and databases, existing only in unwritten languages in people's memories. It is only one generation away from extinction and always **in jeopardy** of not being passed on. This immense knowledge base remains largely unexplored and uncataloged. We can only hope to access it if the people who possess and nurture it can be encouraged to continue to do so.
- 4 If people feel their knowledge is worth keeping, they will keep it. If they are told, or come to believe, that it is useless in the modern world, they may well **abandon** it. Traditional knowledge is not always easily transferred from small, endangered languages to large, global ones. How can that be true if any idea is expressible in any language? Couldn't Solomon Islanders talk about the behavior patterns of fish in English just as easily as

<sup>1</sup> **cliché**: a phrase or saying that has been used so many times that it no longer has any real meaning or interest

<sup>2</sup> **shamans**: traditional healers or medicine men

<sup>3</sup> **homogenization**: a process in which everything becomes the same



in Marovo, their native language? I argue that when small communities abandon their languages and switch to English or Spanish, there is also massive disruption of the transfer of traditional knowledge across generations. This arises in part from the way knowledge is packaged in a particular language.

- 5 Consider Western !Xoon, a small language of Namibia (the exclamation mark is a click sound). In !Xoon, clouds are called “rain houses.” By learning the word for *cloud*, a !Xoon-speaking child automatically gets (for free) the extra information that clouds contain and are the source of rain. An English child learning the word *cloud* gets no information about rain and has to learn on her own that rain comes from clouds.
- 6 Languages package and structure knowledge in particular ways. You cannot merely **substitute** labels or names from another language and hold onto all of the implicit, hidden knowledge that resides in a taxonomy, or naming system. Still, each language and indigenous people is unique, and language shift takes place at different speeds and under very different conditions. Can we then predict how much traditional knowledge will successfully be transferred and how much will be lost?
- 7 Some scientists have tried to do just that. The Bari language (1,500–2,500 speakers) of Venezuela was studied by linguists who asked how much knowledge of the plant world was being lost and how much retained. The Bari live in a close relationship with the rainforest and have learned to use many of its plants for food, material goods, medicine, and construction of houses. One scientist found that the loss of Bari traditional knowledge

corresponded with decreasing use of forest resources and a **shift** from the traditional hunter-gatherer lifestyle, along with a shift to speaking Spanish. His conservative estimate of the rate of knowledge loss should be a **wake-up call** to all: “I estimate that the real loss of ethnobotanical<sup>4</sup> knowledge from one generation to the next may be on the order of 40 to 60 percent.” (Lizarralde 2001).

- 8 This is a dire<sup>5</sup> **scenario**: Bari people who have limited connection with the forest have lost up to 45 percent of traditional plant names. Similar patterns of knowledge erosion may be observed among indigenous peoples all around the world as they undergo a cultural shift away from traditional lifestyles and languages.
- 9 Some researchers offer hope for the persistence and resilience of very basic forms of traditional knowledge. A study by anthropologist Scott Atran (1998) tested residents of Michigan on their knowledge of local animals. He concluded that elements of folk knowledge persist even when people have been schooled in modern scientific classification.
- 10 Though folk knowledge may persist in modern cultures, we are also losing traditional knowledge at an alarming rate. This loss is accompanied by a severe reduction in number of species and range of **habitats**. Perhaps future technologies hold enough promise that humanity will be able to survive without making use of this accumulated ecological knowledge. Perhaps we will grow plants in greenhouses and breed animals in laboratories and feed ourselves via genetic engineering. Perhaps there are no new medicines to be found in the rain forests. All

<sup>4</sup> **ethnobotanical**: describing customs and beliefs about plants and agriculture held by a group of people

<sup>5</sup> **dire**: very serious; terrible



such arguments appeal to ignorance: we do not know what we stand to lose as languages and technologies vanish because much or even most of it remains undocumented. So

it is a gamble to think that we will never use it in the future. Do we really want to place so much trust in future science and pay so little attention to our inherited science?

### Tip for Success

In Reading 2, the name(s) and year in parentheses form a citation. Citations tell you that an idea comes from another source. You can look in the publication's references list for full information about the source.

### References

- Atran, Scott (1998). Folk biology and the anthropology of science: Cognitive universals and cultural particulars. *Behavioral and Brain Sciences* 21: 547–609.
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- Plotkin, Mark (1993). *Tales of a Shaman's Apprentice*. New York: Viking.
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## MAIN IDEAS

Each statement summarizes the main idea of a paragraph in Reading 2.

Write the paragraph number next to the statement that summarizes it.

- 7 1. As the Bari people become divorced from their surroundings and their language, they lose a lot of traditional knowledge.
- \_\_\_ 2. Some traditional knowledge survives even in modern societies in the United States.
- \_\_\_ 3. Scientists could find new treatments for serious diseases from plants that only indigenous people know about.
- \_\_\_ 4. Information can be lost in translations from indigenous languages.
- \_\_\_ 5. We should not trust science to replace the knowledge that is being lost in indigenous communities.
- \_\_\_ 6. Indigenous people know more about many plant and animal species than scientists.
- \_\_\_ 7. This pattern of knowledge loss exists all over the world.
- \_\_\_ 8. If information is always lost in translation, is it possible to measure how much traditional knowledge is being lost?
- \_\_\_ 9. Traditional knowledge is in danger of disappearing if we do not encourage the people who hold it to preserve it.
- \_\_\_ 10. In some languages, words contain extra information about the things they describe.



## DETAILS

**Why does the author include these examples and statistics? Circle the answer that best connects each example or statistic to the main idea.**

1. An estimated \$85 billion in profits per year is made on medicines made from plants that were first known to indigenous peoples for their healing properties. (Paragraph 1)
  - a. to show that drug companies make too much money
  - b. to show that indigenous knowledge is valuable
  - c. to show that drug companies treat indigenous cultures badly
2. An astonishing 87 percent of the world's plant and animal species have not yet been identified, named, described, or classified by modern science. (Paragraph 2)
  - a. to support the importance of traditional knowledge for modern science
  - b. to criticize scientists for not studying more plants and animals
  - c. to explain that the author is surprised about the number of unidentified species
3. Couldn't Solomon Islanders talk about the behavior patterns of fish in English just as easily as in Marovo, their native language? (Paragraph 4)
  - a. to suggest that it is impossible to talk about the behavior of fish in English
  - b. to suggest that Marovo can be translated into English without any loss
  - c. to suggest that English words might not mean the same as words in Marovo
4. In !Xoon, clouds are called "rain houses." (Paragraph 5)
  - a. to make fun of the !Xoon word for *clouds*
  - b. to show how a language packages information in a word
  - c. to suggest that !Xoon is more useful than English
5. Bari people who have limited connection with the forest have lost up to 45 percent of traditional plant names. (Paragraph 8)
  - a. to emphasize how cultural changes can lead to loss of traditional knowledge
  - b. to demonstrate that 55 percent of traditional plant names have been retained
  - c. to criticize the Bari people for forgetting traditional plant names





## WHAT DO YOU THINK?

**A. Discuss the questions in a group. Then choose one question and write one or two paragraphs in response.**

1. Have you ever tried to translate directly between two languages or used an online translation program? How accurate was the translation?
2. Can you think of examples of words or idioms that lose meaning when translated into English? How can you express the same word or idioms in English?
3. Harrison clearly does not believe that science can replace all the indigenous knowledge that is being lost. Do you agree with him? Give examples from the text or your experience to support your opinion.

**B. Think about both Reading 1 and Reading 2 as you discuss the questions.**

1. Why do many traditional communities switch to dominant languages such as English or Spanish?
2. What can be done to save languages such as Bari that are in danger of extinction? Give examples from the text or your experience to support your ideas.

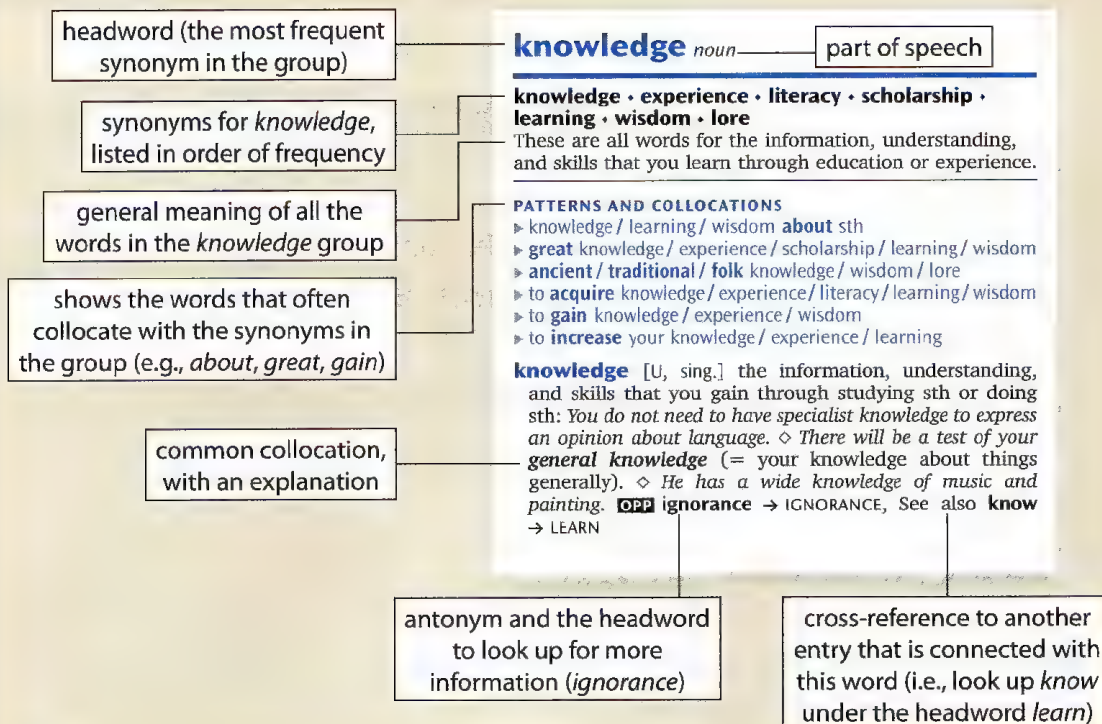
### Vocabulary Skill

#### Using a thesaurus



A thesaurus is a reference book that gives you **synonyms**, words with similar meanings, and **antonyms**, words with opposite meanings. Learning synonyms and antonyms is a good way to build your vocabulary, and it allows you to use more variety in your writing and speaking. You should always be sure to check the meaning and use of new words carefully. The *Oxford Learner's Thesaurus* lists collocations and appropriate contexts for using each synonym correctly.





Adapted from *Oxford Learner's Thesaurus: A dictionary of synonyms* by Diana Lea © Oxford University Press 2008.

**A. Complete each sentence with a word from the remainder of the thesaurus entry for *knowledge*. Use a different word in each sentence. Discuss your choices with a partner.**

### knowledge noun

**knowledge • experience • literacy • scholarship • learning • wisdom • lore**

These are all words for the information, understanding, and skills that you learn through education or experience.

#### PATTERNS AND COLLOCATIONS

- ▶ knowledge / learning / wisdom **about** sth
- ▶ **great** knowledge / experience / scholarship / learning / wisdom
- ▶ **ancient / traditional / folk** knowledge / wisdom / lore
- ▶ to **acquire** knowledge / experience / literacy / learning / wisdom
- ▶ to **gain** knowledge / experience / wisdom
- ▶ to **increase** your knowledge / experience / learning

**knowledge** [U, sing.] the information, understanding, and skills that you gain through studying sth or doing sth: *You do not need to have specialist knowledge to express an opinion about language.* ◇ *There will be a test of your general knowledge (= your knowledge about things generally).* ◇ *He has a wide knowledge of music and painting.* **OPP** **ignorance** → IGNORANCE, See also **know** → LEARN

**experience** [U] the knowledge and ability that you have gained through doing sth for a period of time; the process of gaining this: *I have over ten years' teaching experience.* ◇ *Do you have any previous experience of this type of work?* ◇ *She didn't get paid much but it was all good experience.* ◇ *We all learn by experience.* **OPP** **inexperience** → IGNORANCE

**literacy** [U] the ability to read and write: *The government is running a campaign to promote adult literacy (= the ability of adults to read and write).* **OPP** **illiteracy**

**scholarship** [U] the serious study of an academic subject and the knowledge and methods involved: *Oxford became one of the great centers of medieval scholarship.*

**learning** [U] knowledge that you get from reading and studying: *He is a teacher of great intellect and learning.* See also **learned** → INTELLECTUAL 2

**wisdom** [U] the knowledge that a society or culture has gained over a long period of time: *We need to combine ancient wisdom and modern knowledge.* See also **wise** → WISE

**lore** [U] knowledge and information related to a particular subject, especially when this is not written down; the stories and traditions of a particular group of people: *an expert in ancient Celtic lore*

Adapted from *Oxford Learner's Thesaurus: A dictionary of synonyms* by Diana Lea © Oxford University Press 2008.



1. K. David Harrison's \_\_\_\_\_ of living with indigenous people enables him to write persuasively about their cultures.
2. Modern medicine is turning to traditional cultures for their \_\_\_\_\_.
3. The indigenous people of Australia retain traditional \_\_\_\_\_ about the land and its history.
4. Studying textbooks is important, but this type of \_\_\_\_\_ can ignore facts that are not written down anywhere.
5. Young people are learning Maori \_\_\_\_\_ from elders to preserve their songs and dances.
6. Writing a book or article about one's field is an example of \_\_\_\_\_.
7. One way to save the knowledge of the Bari is through \_\_\_\_\_ campaigns so that it can be written and retained.

**Tip for Success**

No two words have exactly the same meaning and use. Check the exact meaning of new words in a dictionary or thesaurus before you use them.

**B. Write an appropriate synonym for each underlined word. Use your thesaurus or dictionary.**

1. \_\_\_\_\_: Indigenous people in many countries have faced similar problems.
2. \_\_\_\_\_: The shift from native languages to Spanish can be seen across Central and South America.
3. \_\_\_\_\_: Multiculturalism is the idea that people of different cultures and ethnicities can live and learn together.
4. \_\_\_\_\_: One opinion about multiculturalism is that it puts national unity in jeopardy.
5. \_\_\_\_\_: Linguists say that half of the world's languages are dying.
6. \_\_\_\_\_: Until recently, native cultures kept knowledge by passing it from one generation to the next.

# WRITING

## Writing Skill Writing an extended definition



New words or concepts that are complex are often introduced in an **extended definition**. An extended definition is an **analysis** of a concept. It helps the reader understand by focusing on different features of the concept. Extended definitions frequently answer these questions:

Culture shock	
What is it?	Culture shock is a feeling of confusion and anxiety that somebody may feel when he lives in or visits another country.
What is it not?	It is not unusual, and it is not an illness. It is a normal part of the experience of living abroad.
What is it similar/dissimilar to?	If you have ever felt uncomfortable or lost in a new place, such as a new school or a party where you don't know anyone, you have come close to understanding culture shock.
What does it consist of?	Culture shock is divided into four stages, from the initial excitement to complete adjustment. The four stages are . . .
What are its characteristics?	Culture shock can lead to feelings of depression, isolation, and confusion, but ultimately it leaves the traveler with a deeper understanding of his old and new cultures.
What are some examples?	For example, when I lived in France, I was embarrassed to speak. If I used a word incorrectly, I thought people would laugh at me. I felt very alone.
How does it work? How is it used?	Culture shock affects everyone differently, and people go through the stages at different speeds. Most people do reach a comfortable level of adjustment eventually.
Why is it important?	It is important to understand culture shock so that you are not surprised when you encounter these feelings.



Read this extended definition of language. Underline and number (1–5) the information that answers the questions below.

### What Is Language?

Language is one of the distinguishing capacities of human beings. The dictionary defines *language* as the system of communication in speech and writing that is used by people of a particular country or area, but in reality, language is much more than communication. A particular language comprises not only grammar and vocabulary, but also aspects of its speakers' culture, their traditional knowledge, their rules of behavior, and their forms of social interaction. For instance, the vocabulary of the Marovo language reflects the Solomon Islanders' understanding of fish behavior. In Japanese, the complex system of honorifics (suffixes added to names that indicate the relationship between speaker and listener) expresses the complex social roles that are important in that country. This deeper definition of language helps explain why translation is often so difficult and why so much human knowledge is lost when a language dies.

1. What is language?
2. What is language not?
3. What does language consist of?
4. What are some examples of language?
5. Why is language important?

## Grammar Contrast and concession connectors



**Contrast and concession** connectors join ideas with different meanings.

*Concession* means acknowledging an opposing idea and then showing that it is less important than your idea.

The coordinating conjunctions *but* and *yet* are used to join two contrasting independent clauses of equal importance. *Yet* is stronger than *but* and introduces an unexpected contrast or concession with the first clause. Use a comma between the clauses.

- [ The Maori language was dying, **but** recent initiatives are now saving it.
- [ Traditional knowledge could save lives, **yet** modern medicine often ignores it.

The subordinators *although/though/even though* are used in a dependent clause when the main clause is an unexpected contrast or a concession to the idea in the dependent clause; *even though* is stronger than *although* and *though*. *While* introduces a direct contrast or opposition to the idea in the main clause.

Although Europeans learned Maori at first, the English language soon dominated.

The Maori have retained their language while the Bari are losing theirs.

Transitions are adverbs and phrases that show the relationship between the ideas in one sentence and the ideas in the next. A period or semicolon is necessary to separate the independent clauses. *However*, the most common transition, can be used to show differences of various kinds.

The Maori language was dying. However, recent initiatives are saving it.

*On the other hand* introduces opposite but not contradictory ideas or qualities of one topic, often with a positive versus negative contrast.

The Maori have successfully saved their language. The Bari, on the other hand, are losing theirs.

#### A. Circle the best connector to complete each sentence.

1. (But / Although) some words in French look like English words, they have different meanings.
2. Sign language consists of hand signals instead of words. (However / On the other hand), it is a fully functional language.
3. Many Latin words survive in English (but / even though) the language has not been spoken for centuries.
4. In many countries, an indigenous language is used for daily communication (while / even though) a more powerful language is used for official business.
5. The word *algebra* looks like a Latin or Greek word, (yet / however) it comes from Arabic.
6. Some immigrants keep their native language, (but / however) more lose theirs.
7. Speaking two languages is sometimes seen as a disadvantage for young children, (but / yet) most believe that the opposite is true.
8. (Although / Yet) some governments officially protect native languages, their survival is not guaranteed.



**B. In your notebook, combine each pair of sentences into one. Use the connector in parentheses.**

1. (although) The children did not all speak the same language. They learned to communicate.

Although the children did not all speak the same language, they learned  
to communicate.

2. (while) There are more than 6,000 languages in the world. The United Nations operates with only 6 official languages.

\_\_\_\_\_

\_\_\_\_\_

3. (yet) The translation was accurate. The book was extremely difficult to understand.

\_\_\_\_\_

\_\_\_\_\_

4. (however) Researchers have studied most of the world's languages. New languages are still being discovered.

\_\_\_\_\_

\_\_\_\_\_

## **Unit Assignment** Write an extended definition



In this assignment, you will write an extended definition of a word or concept from a different language that cannot be translated exactly into English. As you prepare your extended definition, think about the Unit Question, "What happens when a language disappears?" and refer to the Self-Assessment checklist on page 54. Use information from Readings 1 and 2, your work in this unit, and your own experience to support your ideas. For alternative unit assignments, see the *Q: Skills for Success Teacher's Handbook*.

## PLAN AND WRITE

**A. BRAINSTORM** Think of one or two words, phrases, or concepts from a language you know that lose their meaning when translated. Then follow these steps.

1. In your notebook, write about the words, phrases, or concepts for ten minutes without stopping. Then read your freewriting and underline the best ideas to develop.
2. Choose one word, phrase, or concept from your freewriting in Step 1. Check (✓) at least four questions you can answer to define it. Make notes.

- |   |  |
|---|--|
| <input type="checkbox"/> What is it?                | <input type="checkbox"/> What are its characteristics? |
| <input type="checkbox"/> What is it not?            | <input type="checkbox"/> What are some examples?       |
| <input type="checkbox"/> What is it similar to?     | <input type="checkbox"/> How does it work?             |
| <input type="checkbox"/> What is it different from? | <input type="checkbox"/> How is it used?               |
| <input type="checkbox"/> What does it consist of?   | <input type="checkbox"/> Why is it important?          |

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### Your Writing Process

For this activity, you could also use Stage 1B, *Formal Outline* or *Informal Outline* in *Q Online Practice*.

**B. PLAN** Write a brief outline. Decide how many paragraphs you need and what information you are going to write in each paragraph.

Paragraph 1: \_\_\_\_\_

Paragraph 2: \_\_\_\_\_

Paragraph 3: \_\_\_\_\_

Paragraph 4: \_\_\_\_\_



- C. WRITE** Write your extended definition. Look at the questions you checked in Step A2, your outline in Step B, and the Self-Assessment checklist below to guide your writing.

## REVISE AND EDIT

- A. PEER REVIEW** Read a partner's extended definition. Answer the questions and discuss them with your partner.

1. Does the writing define a word, phrase, or concept that cannot be translated into English?
2. Does the writing explain what would be lost if the language disappeared?
3. Does the writing give enough examples and other details?
4. Are the ideas logically organized?

- B. REWRITE** Review the answers to the questions in Activity A. You may want to revise and rewrite your extended definition.








- C. EDIT** Complete the Self-Assessment checklist as you prepare to write the final draft of your extended definition. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Have you used a variety of sentence types and lengths?
<input type="checkbox"/>	<input type="checkbox"/>	Are main ideas arranged appropriately and supported with convincing details?
<input type="checkbox"/>	<input type="checkbox"/>	Are there sentences using appropriate contrast and concession connectors?
<input type="checkbox"/>	<input type="checkbox"/>	Have you checked new words and collocations in a dictionary or thesaurus?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay include vocabulary from the unit?
<input type="checkbox"/>	<input type="checkbox"/>	Did you check the essay for punctuation, spelling, and grammar?

## Track Your Success

Circle the words you learned in this unit.



### Nouns

cure   
 ethnicity   
 habitat  
 initiative    
 revival  
 scenario   
 shift  

### Verbs



abandon    
 assimilate  
 confine   
 exploit   
 oblige  
 persist   
 retain    
 substitute    
 suppress  
 target 

### Adjectives

indigenous  
 integral   
 predominant 

### Phrases

divorced from  
 in the face of  
 in jeopardy  
 wake-up call

 Oxford 3000™ words  
 Academic Word List

Check (✓) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.

- |                         |  |
|-------------------------|--|
| <b>READING</b>          | <input type="radio"/> I can distinguish main ideas from details. (p. 38)   |
| <b>VOCABULARY</b>       | <input type="radio"/> I can use a thesaurus. (pp. 46–47)   |
| <b>WRITING</b>          | <input type="radio"/> I can write an extended definition. (p. 49)  |
| <b>GRAMMAR</b>          | <input type="radio"/> I can use contrast and concession connectors. (pp. 50–51)  |
| <b>LEARNING OUTCOME</b> | <input type="radio"/> I can prepare an extended definition of a word or concept from a different language or culture for which there is no equivalent term or idea in English. |